

INNOVATIVE PRACTICES IN SCHOOL EDUCATION IN RAJASTHAN

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FOREWORD

The project 'Innovative Practices in School Education in Rajasthan' was initiated by Regional Institute of Education, Ajmer to fulfil the task of identifying innovative practices in School Education including Teacher Education by undertaking in-depth case study into innovative practices introduced by NGOs and Education Departments for improving school education. The purpose of this study is to identify innovative practices through survey, analysis and documentation of such practices for wider dissemination and possible replication by others. This study was undertaken by a team of RIE Ajmer faculty members with Dr. K. C. S. Jain, Reader as Coordinator and Dr. K. S. Khichi, Reader and Sri D. R. Shrimali Assistant Field Adviser as members. The team members have interacted with several agencies and officials of State Education Department and also visited several centres to observe innovative practices in actual classroom situations. The findings of the study are data-based and the emergent concerns are quite significant. I hope this study will be of help to all those concerned with innovations in School education.

I thank the team members and coordinator for their efforts in accomplishing the task assigned to them.

S. B. SINGH

PRINCIPAL

PREFACE

National Policy on Education 1986 and the Programme of Action 1992 have clearly emphasised the need of universalisation of elementary education and outlined the strategies and processes to be pursued for achieving it. Many centrally and state sponsored schemes were initiated to realise the goal. In Rajasthan also, many attempts have been made in this direction. During 1990s, primary education was assisted by many external agencies as well. This gave emergence to many large scale programmes in the field of primary education.

Rajasthan, being one of the educationally backward states of the country thought of different types of schemes for increasing the enrolment of children especially in the remote desert and tribal areas of the state. It is a massive task to provide education to all the children, and hence the state also encouraged non-government organisations to join hands in this venture.

Efforts were made by government and non-government organisations and many innovative schemes were launched. These schemes were different in many aspects from the existing schooling. Need - based text books and instructional materials were developed, local residents were trained and appointed as teachers, buildings were repaired and constructed, free text books and materials were provided to the children and above all an attempt was made to develop a positive attitude in the villagers of remote areas towards education. The state could achieve some success in increasing the enrolment probably due to these schemes.

The present task has been undertaken to study various schemes highlighting their innovative practices through which they could get success in increasing the enrolment and in improving the quality of education in the state.

I would like to thank the State Education Departments for extending their full cooperation in conducting this study. I am also thankful to all non-government organisations for cooperating in this venture and for providing information as required in the design of the study. I also thank all the workers and teachers who provided relevant information during our field visits.

I am also thankful to Prof. M. A. Khader Ex Principal of the Institute for the academic support provided for this study. I also thank Prof. S. B. Singh for the encouragement and administrative support for the study. I will fail in my duty if I don't thank Dr. K. S. Khichi and Shri D. R. Shrimali who made an invaluable contribution in completing the study and bringing out the outcome in a presentable form. I also express my thanks to the Department of Extension Education of the institute for providing necessary assistance in completing the project.

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RAJASTHAN : STATUS OF ELEMENTARY EDUCATION

GEOGRAPHICAL BACKGROUND

Rajasthan is situated in the north western part of India. It has an area of 342,239 sq. kms. and is one of the largest state of the country covering about one tenth of the geographical area of the country. Its western border has an international boundary with Pakistan. It is bounded by Gujarat in the south - west, Madhya Pradesh in the south towards north by Punjab and towards north - east by Haryana and Uttar Pradesh. As per 1991 census, the population of the state was 4.40 crores or 5.2% of the national population which has an estimated increase to 5.6 crores in 2001. The growth rate of population in the state has been conspicuously higher than the national average. Even then the density of population at 154 persons per sq. km. is significantly lower than the national rate of 299 persons per sq. km. Administratively the state is divided into 32 districts which are further divided into 237 development blocks.

EDUCATIONAL SCENARIO

1. LITERACY

Educationally, Rajasthan has been classified among the ten backward states. It ranks second from the bottom in the country. The literacy rate in the state is shown in Table 1.1

TABLE 1.1
LITERACY RATE

Year	Literacy rate in Percentage		
	Male	Female	Total
1951	13.09	2.51	8.02
1961	23.71	5.84	15.21
1971	28.74	8.46	19.07
1981	36.30	11.92	24.38
1991	54.99	20.44	38.55
1997	73.00	35.00	55.00
NSSO (Jan. - Dec., 1997)			

Despite significant improvement in women's literacy in the state from 2.51 per cent in 1951 to 20.44 per cent in 1991, it remains the lowest in the country. The male female gap in the literary rate has also increased over the years to a high of 34 per cent as against an all India average of 25 per cent.

As in most Indian states, there has been an improvement in literacy rate during 1990s. According to National Sample Survey Organisation (Jan. - Dec., 1997) the literacy rate in the state has gone upto 55 per cent.

The literacy rate among male is 73 per cent and among female is 35 per cent. The corresponding national rate is 73 per cent among male and 50 per cent among female. This shows that Rajasthan is lacking behind by 15 per cent so far as the female literacy is concerned.

2. PRIMARY AND UPPER PRIMARY SCHOOLS

The number of primary and upper primary school in the state is given below in table 1.2

TABLE 1.2
PRIMARY AND UPPER PRIMARY SCHOOLS IN RAJASTHAN

Year	Primary Schools	Upper Primary Schools
1950-51	4336	7323
1991-92	29972	9330
1993-94	33452	10028
1995-96	34619	11647
1998-99	34364	14548

From the above table it is clear that there is a significant increase in primary and upper primary schools in the state since 1991-92.

3.ENROLMENT IN PRIMARY AND UPPER PRIMARY SCHOOLS

The state has 34364 primary and 14548 upper primary schools as in 1998-99. The corresponding enrolment in these schools are 73.81 lakhs in the age group 6-11 years and 23.14 lakhs students in the age group 11-14 years. The corresponding enrolment figures in 1991-92 were 45.9 lakhs and 14.3 lakhs. The achievement regarding enrolment in 1998-99 is given below in table 1.3

TABLE 1.3
ENROLMENT IN PRIMARY SCHOOLS
AGE GROUP 6-11 (Class 1-5)

Particulars	Sex	Enrolment (in lakhs)	Total (in lakhs)
Scheduled Castes	Boys	07.59	10.60
	Girls	03.01	
Scheduled Tribes	Boys	05.47	7.67
	Girls	02.17	
All Communities	Boys	47.59	73.81
	Girls	26.23	

TABLE 1.4
ENROLMENT IN UPPER PRIMARY SCHOOLS
AGE GROUP 11-14 (Class 6-8)

Particulars	Sex	Enrolment	Total
Scheduled Castes	Boys	03.00	3.88
	Girls	00.88	
Scheduled Tribes	Boys	02.15	2.75
	Girls	00.60	
All Communities	Boys	16.83	23.14
	Girls	6.31	

From the above two tables it is clear that 73.81 lakh students in the age group of 6-11 and 23.14 lakh students in the age group of 11-14 have been enrolled in the schools.

FINANCING OF ELEMENTARY EDUCATION

According to the Annual Report of the Department of Primary and Secondary Education, Government of Rajasthan, the expenditure on education in Rajasthan has been increased from 8050 million in 1990-91 to Rs. 22013 million in 1997-98. The corresponding share of educational expenditure in Net State Domestic Product has increased from 4.40 per cent to 4.75 per cent during the same period. More than 55 per cent of this total allocation of resources for education goes to elementary education. Expenditure on elementary education in Rajasthan has been increased from 4478 million in 1990-91 to Rs.12573 million in 1997-98.

The emphasis on expansion of primary education in tune with the national goal of universalisation of primary education has received special attention during the 1990s. A substantial enhancement has been made in outlays for primary education in the state budget. A number of projects and programmes have been undertaken in recent years for expansion and quality improvement of primary education in the state.

INTRODUCTION TO THE STUDY

RATIONALE

Rajasthan is one of the educationally backward state in the country. The percentage of literates as per 1991 census is 37.71% (54.99% male and 20.44% female) which has now increased to 55% is still extremely low in the state. This is a matter of concern for all those who are engaged in improving the education in the state. In the last few years apart from the government many private agencies are also trying to improve the quality and enrolment in education. These agencies are experimenting by making changes in curriculum, teaching learning strategies, evaluation procedures and in teacher training and making the system need based. Many of the non-government organisations (NGO's) are also trying to improve the quality of education by incorporating innovations and by making it need based.

Innovative practices is an integral component of any field of study which is concerned with human development or society. Such practices facilitates in exploring strategies and techniques in tune with the time and need of the society. Field tried workable strategies and techniques, invariably, facilitate in modifying the prevailing practices and support the system to progress effectively. In fact, innovative efforts are critical to any system where changes are to be made. The system of school education in the state of Rajasthan is experimenting with certain innovative practices which can improve the quality and quantity of school education keeping in view the various customs and geographical dimensions of the state.

For improving the school education in the state, innovative practices are to be tried out in the areas of curriculum development, teaching learning strategies, evaluation, teacher training, management structure and community involvement for improving the enrolment, retention and quality of education. Such projects are initiated

and tried out either by government agencies or by non-government agencies. Quite often such efforts are unknown to many of the agencies who may like to implement such practices. It is therefore, logical that such practices should be identified for wider use and dissemination for improvement of school education in the country.

OBJECTIVES

The present study will be operationalised to attain the following :

- To identify the various schemes carried out in the field of school education.
- To study various innovative practices in relation to management, curriculum, teaching learning strategies, teacher training, community participation and related components
- To document the significant innovations of various practices

DELIMITATIONS

The present study is delimited in the following respects.

- The study is only confined to the innovative practices carried out in the state of Rajasthan
- Only the innovative practices carried out at school stage both in formal and non formal areas are brought into the scope of the study.
- The study is confined only to six dimensions viz :
 - Physical facilities at centres/schools
 - Development of test books and supplementary materials
 - Teacher training
 - Instructional strategies
 - Evaluation, and
 - Community involvement

- All possible necessary steps are taken to make the study objective and scientific, however, the study could not be an exception to the errors and personal biases of human judgement as Guilford (1959) remarked 'while forced to have much confidence in quantitative human judgements must be alert to the weaknesses involved and to the many sources of personal biases in those judgements.'

The study has been conducted with the above mentioned delimitations and constraints. Any generalisation on the basis of this study should be made by keeping these limitations in view.

TERMS EXPLAINED

The explanation of the terms used in the study is given below

1. INNOVATION

Innovation is an abstract and difficult - to - measure concept. It is tough nut to crack because it involves much more than invention. The most important ingredient of successful innovation is the creative idea that serves a pressing human need.

Etymologically, the word innovation is derived from the Latin word 'innovate' which means to change something into something new. The International Dictionary of Education describes 'innovation as promotion of new ideas or practices in education and teaching'. John Adair (1990) states, 'Innovation is more than having new ideas, it includes the process of successfully introducing them or making things happen in a new way. It turns ideas into useful, practicable and commercial products or services.'

While discussing about innovations and alternatives Rich (1981) wrote, 'by innovations, we mean any new programs, organisational changes, or modifications in the teaching learning process that mark a departure from existing practices.'

Innovation is seen essentially as an action for change in order to achieve an objective or resolve a problem in an environment of constraints. For the last few years, the State Education Department and the non-government agencies are introducing innovations for meeting the challenging task of universalisation of elementary education and for the improvement of quality in education. In pursuit to this aim, various agencies are coming forward and making changes in curriculum, teaching learning strategies, evaluation, teacher training, management etc., in the state.

Therefore, by innovation, bringing changes in various dimensions of education such as facilities, teaching learning strategies, curriculum and instructional materials evaluation, teacher training and involvement of the community for the purpose of increasing the enrolment, retaining children in schools and improving the quality of education. An innovation is likely to prove successful where there is a positive involvement of those who are expected to implement it, sufficient finances are made available and proper planning is done.

2.INNOVATIVE SCHEME

Any scheme which is based on certain innovative ideas relating to improving the enrolment and retention, curriculum development, teaching learning strategies, evaluation, teacher training, management structure and community involvement with a view to meet the challenge of improving the education can be termed as innovative scheme. The innovative scheme may possess the following characteristics:

- * The scheme should cover more than one dimension mentioned above.
- * There is a positive involvement of the persons expected to implement the ideas.
- * Enough finance is available for the implementation of the scheme, and
- * The scheme shows positive results for the improvement of school education.

3.INNOVATIVE PRACTICES

There is a minor difference between innovative scheme and innovative practice. The word scheme is used where more than one dimension relating to the improvement

of school education is covered, whereas innovative practice refers to one dimension in any prevailing scheme of education.

PLAN AND PROCEDURE OF THE STUDY

Plan and procedure of the study are important factors in determining the success of a research design. The procedure adopted should be appropriate to the purpose of the research work. It also takes into account the methodology and tools used to study the problem.

There are mainly three types of research investigations in education i.e. Historical Research, Descriptive Research and Experimental Research (Best, 1983). The method to be employed in a research always depends upon the nature of the problem and the kind of data necessary for analysis and interpretation. In the present study descriptive survey method has been used.

POPULATION AND SAMPLE

All the projects related to innovative practices carried out in the state of Rajasthan in school education constitute the population of the present study. In-depth study of all such projects have been undertaken. The main dimensions of the study are physical facilities at the centre/school, development of text books and supplementary materials, teacher training, instructional strategies, evaluation and community involvement.

PROCEDURE

The following procedure is adopted for the study:

- A list of government and non-government agencies working in the field of school education was prepared through interaction with various educational agencies of the state (Annexure 1). These agencies were asked to supply the work done by them in the field of school education.
- The project team visited some of these agencies to collect first hand knowledge about the schemes.

- A questionnaire was developed by the project team to collect necessary information regarding various innovative schemes (Annexure 2)
- The questionnaire was mailed to identified agencies with the request to provide desired information about their scheme
- The team visited all these agencies and had discussions about the various innovative practices carried out by them.
- The team also visited some centres / schools run by each of these agencies to make an in-depth study of innovative practices.
- On the basis of the information collected through the questionnaire and on the basis of the discussions held with the agencies and with the instructors/ teachers carrying out the scheme, the team identified the schemes and their innovative practices
- The identified innovative schemes were reported highlighting innovative practices

DEVELOPMENT OF THE TOOL

An appropriate tool is essential for collecting relevant information regarding any research study. While developing suitable tool, care should be taken that all the inquiries made in it should be related to the study. The information so collected should be appropriate to analysis. The following procedure was adopted for the development of the questionnaire

VISIT TO FEW AGENCIES INVOLVED IN INNOVATIVE PRACTICES

Before developing the questionnaire the project team visited few agencies involved in innovative practices. In this connection, the team visited Lok Jumbish

Parishad, Digantar, Bodh and Shiksha Karmi Board at Jaipur. Discussions were held with these agencies about innovations in school education. Discussions were held on various dimensions. The team felt that the various dimensions to be included in the questionnaire should be related to physical facilities at the centre/school, development of text books and supplementary materials, teacher training, instructional strategies, evaluation and community involvement.

The first part of the questionnaire pertains to general information about the innovative scheme. This information includes name of the organisation, name of the scheme run by the organisation, year of launching the scheme, objectives of the scheme, level of the scheme, areas covered under the scheme, number of schools/centres and number of students in the last five years and important features of the scheme.

COMPONENTS OF THE QUESTIONNAIRE

The questionnaire was developed internally incorporating the above mentioned dimensions. All these dimensions are discussed below.

1 PHYSICAL FACILITIES AT THE CENTRE / SCHOOL

Physical facilities at the centre / school is the first dimension of the questionnaire. This dimension includes information regarding building in which the school / centre runs. How the building was raised and what facilities are available there for the students? The facilities include class rooms, chairs, tables, diaries, black boards, drinking water, and separate toilet facilities for boys and girls. The questionnaire also includes a query regarding novel aspect under physical facilities.

2 DEVELOPMENT OF TEXT BOOKS AND SUPPLEMENTARY MATERIALS

Textbooks and supplementary materials are the most important dimensions of innovativeness of a scheme. In most of the cases state text books are used while some agencies have developed their own text books incorporating the local needs. In the same way supplementary materials have also been developed by certain agencies

and they are using them in the classrooms

Questions in this section relates to the development of text books, reasons for using particular text books, their significant features and methodology of development, questions on supplementary materials related to their development, significant features and their use in the classroom have also been included.

3. TEACHER TRAINING

Teacher training is essential for qualitative improvement in class room interaction. There are trained teachers in most of the government schools. In schools owned by other organisations, both trained and untrained teachers are employed. In some organisations untrained teachers are employed and training imparted to them through their own system and philosophy. Some of the organisations even lowered down the essential minimum qualifications required for a particular stage. All these factors contribute towards innovations. Questions in this dimension relate to problems for the selection of the teacher, type of the training given and its important components, and duration and frequency of in-service training. Questions have also been asked on materials used for training and impact of training in actual classroom situations.

4. INSTRUCTIONAL STRATEGIES

Instructional strategies is the most important dimension of the questionnaire. This dimension focuses its attention on the usefulness of various instructional strategies in terms of academic growth of the students. This dimension also gives an idea about how to use the instructional strategies which may stimulate pupil's participation in the teaching learning process and help the teacher for better performance

Items in this section relate to development, use and availability of instructional materials and difficulties faced by the teachers in using them. Items regarding home assignment and their regular checking have been incorporated. Items have also been

included on new techniques used by the teachers for better interaction and for helping the weak students. Some items are on organisation of co-curricular activities.

5. EVALUATION

Evaluation is an integral part of instructional strategies. Focus is on identifying the comprehensive and continuous type of evaluation including variations if any. Items in this section relate to the system of evaluation used in the institution for assessing the achievements and for identification of deficiencies of the students. Items have also been designed to find out remedial measures.

6.COMMUNITY INVOLVEMENT

Community involvement is essential for the success of any innovative scheme of education. Community must feel that a particular scheme is launched for its benefit.

Items in this section relate to involving the community in implementation of the scheme and nature of involvement. Items on interaction of the teacher with the community have also been included.

INNOVATIVE SCHEMES IN SCHOOL EDUCATION

Educationally, Rajasthan is one of the backward states in the country. Although it has made a significant progress during 1990's The literacy percentage in the state in 1991 was 38.55 which has increased to 55 per cent in 1997. This is still much lower to the national literacy rate of 62 per cent. Many reasons can be attributed to this situation. Some of them are as under .

- Difficult topographical conditions with sparse and dispersed population particularly in desert and tribal areas.
- Inadequate attention to women literacy / education and involvement.
- Non-involvement of village community in education.
- Poor means of transportation
- Insufficient investment in educational infrastructure, particularly in respect of elementary education.

The living conditions especially in remote villages are adverse. People living in these villages are facing problems relating to basic amenities of life and therefore they are not in a position to pay attention towards the education of their wards. The state government, to achieve the national goal of universalisation of elementary education, opened primary schools within walking distance of 1 to 3 km. from the place of residence of the children. Small buildings have been constructed and one / two qualified teachers have been appointed. Mostly these qualified teachers belong to nearby urban / semi urban areas and are not willing to stay in the villages due to non-availability of minimum living facilities. Hence, they commute daily from the place of residence to the place of duty. In the absence of proper mode of conveyance mostly they are irregular in the schools and teaching gets the lowest priority.

Combating the situation, the government felt that a change is essential in planning and managing the school system. The new system has to consider the local needs of the people. This cannot be achieved through a centralised and controlled approach and therefore a decentralised system involving the community came into existence. State government and non-government organisations developed different schemes involving innovations to achieve the goal of universalisation of elementary education. A number of international donor agencies also entered the state to fund the non-government agencies. These schemes have been started for increasing the enrolment, retaining the students in the schools, providing quality education, giving appropriate training to the teachers and involving the community in all aspects of school education. In this section we shall be discussing those innovative schemes started by the government and non-government organisations which have been implemented with a fair amount of success. The schemes which will be discussed are Shiksha Karmi Project, Lok Jumbish Project, Saraswati Yojana and Guru Mitra Yojana. We shall also discuss the schemes started by Bodh, Digantar and Seva Mandir.

CHAPTER I

SHIKSHA KARMI PROJECT

Shiksha Karmi Project is rooted in the work of Social Work and Research Centre, a non-government organisation at Tilonia in Rajasthan. Three dysfunctional government primary schools situated at Tilonia, Buharu and Faloda were taken up in the year 1974-75 with the aim of offering more meaningful content and method of teaching. In each school two Shiksha Karmis were appointed who taught through folk songs and stories. This experiment was supported by centre for Educational Technology of National Council of Educational Research and Training (NCERT), New Delhi. Regional College of Education, Ajmer now known as Regional Institute of Education (NCERT) also provided necessary guidance for improving the programme from time to time. At the end of three years, an evaluation of the children which was done by the Regional College of Education, Ajmer and NCERT, New Delhi showed that their achievement was comparable with that of the children in other local schools.

Encouraged by this experience the scheme was extended to 13 villages in the form of a pilot project in 1984. An evaluation of the pilot project in 1987 indicated that through such interventions effective progress was possible towards universalisation of primary education in the remote areas of the state. Thus Shiksha Karmi Project was launched in 1987 with financial assistance of Swedish International Development Agency (SIDA).

The project was started to overcome the following problems

- Teacher absenteeism in schools located in remote areas.
- Low enrolment and high dropout of students, particularly girls.

AIMS

- To expand primary education in the remote rural areas and to make it lively and useful?
- To provide primary education to the children of 6-14 year age groups.
- To make special efforts for enrolment and retention of girls.
- To extend the project upto upper primary level.

SALIENT FEATURES

The salient features are as under :

- 1 To identify two local residents, preferably a male-female team, with the minimum educational qualification of grade VIII in the case of men and of grade V in the case of women with the involvement and unanimous consent of Gram Sabha;
- 2 To give them intensive residential induction training in pedagogy and subject matter for a period of 41 days in general areas and 50 days in certain specified areas;
- 3 To arrange for effective supervision through a person having the minimum qualification of Bachelor of Education in the ratio of 15 Shiksha Karmi schools to one supervisor, called Shiksha Karmi Sahyogi (SKS) and to ensure at least one day's on the spot contact and continuing guidance every month;
- 4 To arrange for and insist upon a 30 day refresher training in the summer vacation and a 10 day training in the winter vacation annually over the first 3 years and of 20 and 10 day duration each in years 4 and 5;

- 5 To make special arrangements for training of women willing to work as Shiksha Karmis (SK) in order to increase the number of women SKs and to make them more effective in enhancing the enrolment and retention of girls (For this purpose the Shiksha Karmi Board is maintaining 14 residential women's training centres known as Mahila Prashikshan Kendra (MPK). These centres are run through NGOs);
- 6 Insistence on every Shiksha Karmi organising Prehar Pathshalas (Evening schools) in addition to and as distinct from the day school of the village, to cater to the need of such children in the target age group as are unable to attend the day school on account of the socio-economic circumstances of their families;
- 7 Computerised monitoring of the regular attendance of children at the level of the Shiksha Karmi Board and rigorous implementation of a well defined system of incentives and disincentives in relation to specified performance norms;
- 8 Training of Shiksha Karmis in School Mapping / Micro Planning techniques and instruction / training to set up Village Education Committees (VECs) and to operate in close collaboration with the villagers in persuading each child to attend either the Day School or the Prehar Pathshala;
- 9 Training of SKs to focus on effective classroom transaction of the actual curriculum in an activity based child centred and joyful manner;
- 10 A consensual organisational philosophy in which all decisions relating to Shiksha Karmis, location of Prehar Pathshalas, Micro Planning etc. are taken in the Gram Sabha so that the village community begins to feel actively involved in the management of S.K. schools.

- 11 Provision of Aangan, Pathshalas focusing on girl children in specially difficult and desert / tribal areas;
- 12 Innovative residential camps - Shivamba Shivar for over age girls with a view to imparting grade II competency in 60 days;
- 13 Provision of Mahila Sahyogi (woman escort) to take care of younger siblings because of whom older girls would not otherwise be able to attend Day School / Prehar Pathshalas;
- 14 Seasonal temporary hostels for the children of migrating families;
- 15 Provision of free books, exercise books, teaching learning materials and stationery to students in both Prehar Pathshala and Day Schools, and
- 16 Development of MLL based innovative teaching learning material suited to the needs of local environment and conditions.

ACHIEVEMENTS

The Shiksha Karmi Project is widely acclaimed and acknowledged as a success story and has significant achievements to its credit in respect of increasing the percentage of effective enrolment and retention in elementary education in difficult rural areas of the state. In most of the Shiksha Karmi Villages effective enrolment of 6-14 year age group has risen three fold since the inception of SKP. It has also ensured and enabled much higher percentage of girl children and children from disadvantaged groups to attend school with proper facilities like books, exercise books, etc. The progress of the project may be seen in the following table :

TABLE 3.I.1
PROGRESS OF SHIKSHA KARMI PROJECT

S.No.	Name of the Activity	Year			
		1996-97	1997-98	1998-99	1999-2000
1.	Districts covered	29	31	32	32
2.	Blocks	125	140	146	146
3.	Day schools	2145	2600	2708	2708
4.	Prahar Pathshalas	4340	4335	4711	4711
5.	Enrolment				
	i)Day schools Total	132439	170724	183234	195934
	a)Boys	88552	109673	117421	123402
	b)Girls	43837	61051	65813	75532
	ii)Prahar Pathshalas Total	32494	31180	32850	29078
	a)Boys	10419	8821	9186	7375
	b)Girls	22075	22359	23664	21603
	iii)Total enrolment in Day Schools and Prahar Pathshalas	164933	201904	216084	225012

From the above table it is clear that the scheme has progressed steadily over the years. Presently it is covering 146 blocks in the state. The number of Day Schools and Prahar Pathshalas has increased from 2145 and 4340 in 1996-97 to 2708 and 4711 in 1999-2000. Similarly, the total enrolment in Day Schools and Prahar Pathshala has increased from 1,64,933 in 1996-97 to 2,25,012 in 1999-2000.

The other main achievements of the Shiksha Karmi Project as stated in 'Shiksha Karmi Project - Rajasthan (India) - The key to locked schools', A paper for presentation in Human Development Week, The World Bank, Washington, D.C. 3-5 March, 1999 are given below :

- About 70 per cent of the children admitted are first generation learners.

- About 67 per cent of the children belong to disadvantaged social groups.
- About 83 per cent children of age group 6-14 years enrolled in Day schools and Prehar Pathshalas.
- About 77 per cent of the girls of age group 6-14 years enrolled in Day Schools and Prehar Pathshalas.
- In 410 project villages 100 per cent enrolment of 6-14 boys and girls in Day Schools and Prehar Pathshalas.
- In 166 project villages 100 per cent enrolment of 6-14 boys and girls in Day Schools alone.
- Enrolment has increased four fold.
- Average attendance has increased from 53 per cent to 85 per cent.
- The retention of students has increased from an average of about 19 per cent to 65 per cent.
- Evaluation studies have shown that the scholastic achievement of children in Shiksha Karmi Schools is as good and occasionally better than that of those studying in government primary schools.
- The feeling of community ownership is distinctly visible in case of Shiksha Karmi schools.
- Shiksha Karmi is a highly popular primary education model.

INNOVATIVE PRACTICES

The following innovative practices have been introduced through the project :

1 PREHAR PATHSHALAS

Prehar Pathshalas were started to cater to the needs of such children in the target age group who are unable to attend the day schools because of socio-economic circumstances of their families. Shiksha Karmi runs these Prehar Pathshalas according to the convenience of students. All teaching learning materials (TLM) which include exercise note books, slate, slate - pencil and carbon -pencil, sharpner, eraser and a school bag for class I and II have been provided. For class III to V teaching learning materials provided include exercise note books, slate, slate pencil, ball pen, refills, carbon pencils, geometry set, sharpner, eraser, drawing copy, map sketch copy, atlas, wax colours and school bag. These Prehar Pathshalas have been able to attract the children in large number specially girls. Efforts are made to develop the competencies desired at the end of class V during five semesters of six months each. It is a departure in the sense that rigidity in curriculum is given up and flexibility adopted to suit the needs of the children. There is a provision of shifting the children from Prehar Pathshalas to formal schools.

2. SELECTION OF SHIKSHA KARMIS

The Gram Sabha of the village identifies two local residents, preferably a male female team. The minimum educational qualification of grade VIII in case of male and grade V in case of female. The basis of the selection are acceptance by community, dedicated spirit of social service and impressive oral and written expression of the candidate.

This intervention has been introduced to ensure regularity of teachers who otherwise being non-locals do not find suitable accomodation for stay at the location of the school and resort to daily commutting thereby affecting the regular functioning of the school. Moreover the selection of a local Shiksha Karmi, is made by local community and the candidate relishes a sense of belongingness. This provides job opportunity to local literates, who otherwise may not find any job in the given situation. Since these Shiksha Karmis do not possess requisite educational qualifications they have to undergo a specially designed training programme so as to overcome their

have to undergo a specially designed training programme so as to overcome their deficiencies.

3. TRAINING

The project envisaged training for all the personnel - Master Trainers (MTS), Shiksha Karmi Sahyogis (Supervision of S. K. Clustr) and Shiksha Karmis (SKS) involved in the project.

I) MASTER TRAINERS

Master trainers is a cadre of personnel who impart training to the Shiksha Karmis. The cadre of Master Trainers comprises of teachers serving in government / private schools or retired teachers and persons having desired academic and professional qualifications but not working as teachers. This cadre is imparted training as per the following schedule:

- 12 day induction level training for serving / retired teachers.
- 26 day induction level training for qualified persons, not serving as teachers.
- 5 day orientation each year.

II) SHIKSHA KARMI SAHYOGIS (SKS)

- 12 day induction training
- 5 day orientation each year

III) SHIKSHA KARMIS (SKS)

Since the Shiksha Karmis have modest educational qualifications and no teaching experience, continuing training is the most crucial input for achieving and maintaining quality of education in Shiksha Karmi Schools. Mainly the training is imparted in the four areas :

iii) Social Relationship and Communication

Students learn and improve their communication skills to enable them to:

- establish good relations with the local community
- persuade parents to send their children to school,
- assist villagers in solving their problems by creation of a better understanding of the issues involved.
- make herself/himself acceptable to the whole community
- actively participate in various programmes of social development.
- make the community aware of the significance of universalisation of primary education in overall development.

iv) Content area

To upgrade their initial educational qualifications, content is included in the learning modules so that the SKE are able to:

- master the content of language, mathematics and environment education for grades I to V.
- perform simple science experiments by using locally available materials.
- adapt the content to local situation.

v) Teaching methodology

Students should be enabled to develop capability to:

- Use inductive and scientific methods for teaching science and mathematics.
- Use story telling, drama, play, songs, rhymes and other relevant methods for the teaching of language and social science.
- Use activity based methods for explaining basic scientific concepts.
- Prepare and use low cost teaching learning aids.



to develop the sense of self-responsibility,
to learn to work in a team.

- to incorporate training exercises to keep fit
- play board games
- inculcate regular habits of personal hygiene
- make physical training, games and personal hygiene a part of the instructional programme.

To continually reinforce and improve their teaching ability, recurring training programmes are conducted. These are :

FIRST 30 DAY TRAINING

Based on the content and methodology of grade III, followed by a test-cum-training in content and methodology after six months

SECOND 30 DAY TRAINING

Based on the content and methodology of grade IV, followed by a test-cum-training after six months

THIRD 30 DAY TRAINING

Based on the content and methodology of grade V, followed by a test-cum-training in content and methodology after six months

FIRST 20 DAY TRAINING

Based on the content and methodology of grade I to V, followed by a test-cum-training in content and methodology after six months.

SECOND 20 DAY IMPROVED TRAINING

Based on an improved content and methodology of grades I to V followed by a test-cum-training in content and methodology after six months.

- The minimum acceptable competency level is 70 per cent in content and 60 per cent in methodology.

- The SKS who fail to secure to desired percentage of scores are put through a 20 day remedial and special remedial training after diagnosis of their weakness in contents and methodology.
- After five years only 10 day refresher training is provided
- At this stage the SKS are also selectively trained for performing the role of Master Trainers.

4. INSTRUCTIONAL MATERIALS

The project has an elaborate provision for supply of instructional materials appropriate at primary level in all the Day Schools and Prehar Pathshalas. The materials provided in the school include exercise note books, slate, slate pencils, carbon pencil, sharpener, eraser, ball pen, refills, geometry set, drawing copy, map sketch copy, atlas, wax colours and school bag. In addition to these charts, maps, diagrams, cards etc. are also provided. The teachers are encouraged during their training to prepare instructional materials using locally available low cost resources which in turn are used in the schools.

5. INSTRUCTIONAL STRATEGIES

Shiksha Karmis are using innovative strategies for improving the teaching learning process in the day schools. The following practices are followed:

- Effective prayer assembly followed by discourses on important topics, local and national events, general knowledge and stories on moral values.
- Regular checking of cleanliness of clothes and physique of students.
- Regular monitoring of absent students.
- Joyful teaching learning activities.
- Regular games, sports and physical exercises.
- Proper maintenance of school records.

6 COMMUNITY INVOLVEMENT

In the project the village community has been actively involved in all the activities of the school / Prehar Pathshalas. The Shiksha Karmis are selected by the villagers in gram sabha. The village education committee helps in the regular functioning of the school and also monitor the activities of the school .

The interaction with the community through quarterly meetings has helped in getting the support for the school. Quarterly meeting is initiated in the village where different problems faced by the school are discussed and the solutions reached, and the information about various government schemes are provided. All this helps in improving the environment which leads in the improvement of enrolment and retention of children in the schools.

CHAPTER II

LOK JUMBISH PROJECT

Lok is a Hindi word and means the people, Jumbish an Urdu word and means movement. Together they denote the idea of people's movement, as well as movement for the people. This people's movement is for providing primary education (class I to VIII) of satisfactory quality to all boys and girls of Rajasthan.

AIMS

The following are the main aims of the project:

- Providing access to primary education to all children upto 14 years of age through the school system as far as possible and part time non formal education where necessary.
- Ensuring that all enrolled children regularly attend school / non formal education centre and complete primary education.
- Ensuring that the quality of education is improved and all children achieve at least minimum levels of learning.
- Creation of necessary structures and setting in motion processes which would empower women and make education an instrument of women's equality,
- To pursue the goal of equity in education between boys and girls and between the socially and educationally disadvantaged sections and the rest of the society and also to initiate measures for provision of basic education to the handicapped children.
- Making necessary modifications in the content and process of education to better relate it to the environment people's culture and with their living and working conditions,

- Effectively involve people in the planning and management of education.

Initially the project was launched for two years (Phase I). Although it was supposed to commence in June, 1992 it actually began in September 1992. Funds for the project were provided by Swedish International Development Authority (SIDA), Government of India (GOI) and Government of Rajasthan (GOR) in the ratio of 3:2:1.

Phase I was launched mainly

- to establish a management system,
- to build training and technical resource support arrangements,
- to examine the feasibility of Lok Jumbish approach regarding people's participation, and
- to make a start with some programmes for improvement of quality primary education.

This phase was extended to 25 blocks with a total population of 4.6 million.

The phase II of the Lok Jumbish was from July, 1995 to June, 1998 which was later extended upto Dec., 1999. During this phase 75 blocks were covered. Out of these 75 blocks, 10 blocks were transferred to DPEP on 1st July, 1999. During this phase total population covered under the project was 11 million. The objective of phase II of Lok Jumbish was to bridge between the limited objectives of phase I and the long term goal of Lok Jumbish.

The III phase of Lok Jumbish was to start from July 1998 but due to atomic blast at Pokhran in 1998 SIDA stopped funding the project. Now a British Agency

Department of International Development (DFID) agreed to fund phase III of the project (1999-2004). The total cost of the phase III will be 400 crores out of which Rs.200 crores will be funded by DFID. During this phase the project will be extended to 44 new blocks.

SALIENT FEATURES

The major salient features are as under

1.IMPROVEMENT OF SCHOOL BUILDINGS

A survey of all the school buildings was undertaken and priority was given to repair work. In addition to this, in many school buildings alterations were done, classrooms, toilets and compound walls constructed. This was done through building construction committee of the village which was responsible for the quality of the work. Uptill now the construction work for new buildings for 51 primary schools, repair of 1244 primary and upper primary schools and new class rooms in 425 schools has been undertaken

2.PROVISION OF EQUIPMENT AND MATERIALS

The development of a list of standardised school equipment and instructional aids is essential for quality improvement. For developing the standard list of essential items, a need analysis was done in consultation with teachers, curriculum planners, teacher educators and agencies involved in production and development of educational materials. The specifications of essential items for primary schools have been worked out. These items include maps, charts, globe, science and maths kit, 1445 schools were provided with all this equipment and materials upto the year 1997.

3.TEXT BOOKS DEVELOPMENT

Textbooks from 1st to 5th in all subjects were developed by Sandhan an institute working for development of material and teacher training. All the text books were designed according to MLL approach.

These text books were used in Govt. schools run under Lok Jumbish Project from 1993 to June, 2000. These books contain topics which help in joyous learning and also help in logical development through variety of exercises. Apart from these text books, Sandhan has also published additional teaching learning material and supplementary books.

4 CURRICULUM REFORM

The activities initiated to improve the quality of education in Lok Jumbish, by and large, are built around the introduction of the Minimum Levels of Learning (MLL) scheme. For revising the curriculum according to MLL Sandhan involved a large number of teachers. The experiment was carried out in 45 schools in 1992. In the year 1997-98 these MLL based materials were used by 10386 teachers for 3,41,000 students in 3,571 schools.

5. TEACHER TRAINING

In Lok Jumbish, the teacher is given the central place for improving the quality of education. It is the dynamic interaction for motivation, commitment and competence among the teacher that determines the learning outcomes in the children. The emphasis is also on building a positive social image of teachers. This is achieved through recurrent training of teachers.

Trainings are organised during summer vacation in two to four phases so that teachers can choose the phase of their convenience. Prior to training a dialogue is initiated with teachers and they are motivated to attend the trainings. These are two types of trainings:

■ MOTIVATIONAL TEACHER TRAININGS

The purpose of these five day residential trainings are to sensitize teachers and bring about attitudinal changes among them. Motivational trainings aim at bringing changes at physical, mental, emotional and behavioural levels among teachers.

■ COMPETENCY BASED TEACHER TRAININGS

Ten to twelve day residential teacher trainings are held on MLL based approach along with sensitisation of teachers on social issues and gender equity. In these trainings, the concept of MLL approach, transaction of curriculum in the classroom, pupil evaluation, communication skills and pedagogical skills are taken up.

The total teacher training is completed in six years span. The motivational training is imparted in the first year. The second, third, fourth and fifth year training is imparted on MLL based training for grade I and II, Grade III, Grade IV and Grade V. In the last year i.e. sixth year a special training programme is organised relating to the teaching of grades I to V. These training programmes are organised by Sandhan, where the faculty members train the teachers. These training programmes are revised on the basis of the feed back, both the competencies and training modules are revised. As a follow up of the training, monthly workshops of teachers at various levels and mid session workshops of one to three days on improvised teaching, remedial teaching and pupil evaluation are being held in various blocks.

6.SAHAJ SHIKSHA (NON FORMAL EDUCATION)

The Sahaj Shiksha Programme was started in May-June, 1993 in a very small scale. This programme was modified according to the recommendations of Operation Research Group in the year 1997. The training of instructors was strengthened through two days monthly meetings. The issues discussed in the meetings were construction of low cost structures, the change in the process of evaluation, to bring the achievement level of these children with that of children of formal schools and other relevant educational matters. The villagers have been motivated to send their children to these Kendras especially the girls who are not joining the formal schools because of economic and social problems of the village. All the teaching learning materials including text books, work books etc. are provided to the children.

7. MADARSA SHIKSHA KARYAKRAM

This programme was introduced in 1995 in the Kama Block of Bhilratpour to bring the children of minority Muslim community to the main stream of school education. In that area most of the children were going to Madersa for religious education only. Wider discussions were arranged with the local community, public representatives, educationists and religious leaders and Urdu was started in the government schools under this programme. The results of the scheme are quite encouraging especially in case of girls which has been increased from 14 per cent to 53 per cent.

For teaching Urdu, Urdu Shiksha Karmis were selected and appointed in these schools. Continuous training and academic support was provided through supervisors especially appointed for Urdu.

8. MUKTANGAN YOJANA

Muktangan mean an open school. This scheme was started in Oct., 1997 for providing education to the remote tribal community of Khandela cluster of Kishanganj Block, Baran district and Kotra block of Udaipur district. The main feature of the scheme are :

- That there will be 30 children in a Muktangan and two Muktasks (instructors) would be provided at each centre. Additional muktasks would be provided if the number increased beyond 50.
- Available buildings are to be repaired and made useable. Lok Jumbish will provide modest sum for its repairs and to build new ones, where necessary.
- Muktangam is expected to open for about 8 hours. Depending on their convenience, students are to be grouped into batches, some batches may be over lapping.
- Muktangam is suppose to run throughout the year. Holidays are to be observed on days of local fairs and festivals, vacations are to be observed during sowing and harvesting seasons.
- MLL based curriculum is to be followed in Language and Mathematics. Instructional process to begin without use of text books. Muktasks and children together evolve relevant learning materials.
- Minimum qualifications for male muktasks is grade XII and for female is grade



- X. They are selected by open advertisement. Selection process involves written test and three day workshop including one day spent in a village working with local community.
- Female muktaks are given 7 day confidence building orientation programme.
- All muktaks are given 40 days residential training and a five day course in school mapping and micro planning.

Till December, 99, 37 muktangams were functioning with 2308 children out of which 866 were girls.

ACHIEVEMENTS

The major achievements upto December, 99 are as under :

- 1 The project was executed at the village level through school mapping. Upto Dec.,1999 school mapping was completed in 8347 village of the state.
- 2 For motivating and developing positive attitude an effective communication system with community is essential. Lok Jumbish constituted a 'Prerak Dal' to mobilise the community to participate in educational planning. Each 'Prerak Dal' consists of 10-12 members represented by different section of community. Upto Dec.,99 9679 villages have been covered and 'Prerak Dals have been constituted in 8660 villages.
- 3 Lok Jumbish has a 'Bhawan Nirman Sumiti' which looks after the construction work. Upto Dec.,1999 buildings were constructed for 51 primary schools. 1244 primary and upper primary school buildings were repaired and 425 new classrooms were constructed.
- 4 Upto Dec.,1999 2644 Sehaj Shiksha kendras with 15413 male and 34539 female children were in operation. 2071 children passed out of class V and 11732 children shifted to formal schools at different levels of primary schools.
- 5 For professional growth and for improving the quality of education emphasis has been given on teacher training. Up till now 15243 teachers have been covered by orientation programmes. Only during the year 1999, 7221 teachers were trained in MLL based teaching.
- 6 Lok Jumbish worked to find out the enrolment rate. This was done through 'banch marked' testing for the age group of 5-14 years. Later through school mapping real enrolment rate was found out. In the first phase this was done in 25 blocks, the results are given in table 3.II.1.

TABLE 3.II.1
COMPARISON OF ENROLMENT RATE BETWEEN BENCH MARK TESTING AND
SCHOOL MAPPING (1998-99)

First stage	Bench mark Year	Bench mark				School Mapping (1998-99)				Increase in the rate of enrolment			
		B	G	T		B	G	T		B	G	T	
Batch I (5 development block)	1992	58.28	25.72	43.16		84.46	70.43	78.08		26.18	44.71	34.92	
Batch II (10 development block)	1993/94	60.69	20.18	41.40		75.93	59.52	68.37		15.24	39.34	26.97	
Batch III (10 development block)	1995	68.83	30.19	50.39		76.48	61.06	69.35		07.65	30.87	18.96	
25 development blocks of first stage		63.46	25.29	45.35		78.42	63.13	71.35		14.96	37.84	26.00	

It is clear from the above table that :

- There is a significant increase in enrolment.
- The increase in the enrolment of girls is more than that of boys.
- The difference between enrolment of boys and girls have reduced.
- This shows that Lok Jumbish has increase the enrolment of children in the schools substantially.

7 Lok Jumbish is also able to retain more children in comparison to other schools of the state. This can be seen from the following table:

TABLE 3.II.2
COMPARISON OF ENROLMENT RATE BETWEEN BENCH MARK
TESTING AND SCHOOL MAPPING (1998-99)

Schools	Boys	Girls	SC	ST	Total
Lok Jumbish	40.1	37.4	33.0	31.1	39.4
Non Lok Jumbish	31.0	08.6	15.8	14.9	25.4

The above conclusion was drawn on the basis of the study made by Tata Institute of Social Sciences. Retention in two types of the schools shows an significant difference. From the table it can be concluded that the efforts made by Lok Jumbish in retaining the children in schools are successful.

INNOVATIVE PRACTICES

1.MOBILISATION OF COMMUNITY

Lok jumbish has made significant interventions in achieving the goals of Universalisation of Elementary Education Lok Jumbish realised the role of community in achieving this goal. Therefore, it made efforts to involve community in this task. It formed Mahila Samitis at cluster level in remote villages of the state and emphasised the need of sending children to schools by educating women towards this end. The result was fruitful in the sense that enrolment of children including girls increased in the school. This could be made possible due to the active involvement of Mahila Samities. Lok Jumbish formed Village Education Committees at village level to reinforce efforts in increasing enrolment of children. Thus a sense of

members. Mobilisation of community is, therefore, an innovative intervention adopted by Lok Jumbish.

2.SCHOOL BUILDING

When Lok Jumbish came into picture there were no satisfactory facilities of space for running schools in many villages. Lok Jumbish centred its attention on development of suitable space to run the schools. It formed Building Construction Committees in villages and entrusted to it the task of constructing rooms/Buildings for schools, and under take repairs of existing facility where ever necessary. The supervision work was also entrusted to these committees so the task could be achieved within stipulated time with cost effective results. Thus Lok Jumbish succeeded in creating a fairly satisfactory infrastructure in terms of space to run the schools. Thus, Lok Jumbish made innovative effort to take care of developing physical infrastructure to run the schools.

3.TRAINING OF TEACHERS

Lok Jumbish has introduced innovations in academic sphere by taking care of the training of teachers and development of instructional materials with the help of Sandhan. Training programmes have been designed for teachers and instructional material has been developed keeping focus on activity based teaching to achieve MLL. The materials are being used with satisfactory achievements in learning by the children.

4.LOCAL ENVIRONMENT FOCAL POINT

Textbooks were developed according to MLL approach, care was taken to illustrate the concepts taking the examples from the local environment. Language used in the text books was simple and words used were those which are commonly accepted in the community.

5. EDUCATION THROUGH SUITABLE TIME FRAME

- I Sahaj Shiksha Programme is an innovative programme implemented under the scheme. These kendras are mostly functioning during night hours and the number of female children are more than male children. Mostly the instructors are local and they have been given enough training to make the learning more activity based. The instructor meets the villagers regularly and motivates them to send the children to the centre.

- II Muktangan is an open school programme where school remains open for eight hours in a day. With the help of the Community Tapras' (buildings) were developed to hold classes. These Tapras consists of two rooms and a small veranda which is also the place of residence for muktant. Batches of the students are formed and the timings are decided in consultation with the children. Community helped in the construction work and at some places they also contributed financially. This scheme is getting popularity in remote tribal areas.

CHAPTER III

SARASWATI YOJANA

To improve the literacy rate among village women and to provide jobs to literate women of the villages in the villages itself, the state government initiated 'Saraswati Yojana' in the year 1994-95. At the initial stage 100 Saraswati Shalas were opened in the eight districts of Baran, Banswara, Bikaner, Chittorgarh, Jodhpur, Sawai Madhopur, Tonk and Udaipur in the state. Later during the year 1996-97 it was decided to open shalas under this scheme in all districts of the state.

AIMS

This yojana was started to fulfil the following aims :

- To provide facilities for getting primary education to village girl students between the age group of 6-14 years near their homes.
- To associate non school going girls of 6 to 14 age group with Saraswati Yojana
- To encourage educated women of the village areas for girl child education.
- To provide self employment to educated women of the village area.
- To increase women literacy rate in the state.

SALIENT FEATURES

The salient features of the scheme are as under :

- 1 The minimum qualification prescribed for Saraswati Behan (Teacher) is VIII Grade.

- 2 Saraswati Shalas can be started at any place where the girls can reach easily. They can also be started at the residence of Saraswati Behan.
- 3 Saraswati Shala can be opened with a minimum strength of ten girl students.
- 4 Government gives a grant of Rs.600/- for the purchase of materials (list provided) for the Saraswati Shalas.
- 5 Saraswati Shalas generally have to function for three hours i.e. from 11.00 AM to 2.00 PM every day. Saraswati Behan can change the timings to suit the local conditions with a written information to District Education Officer.
- 6 Government pays a subsidy of Rs. 4000/- per session to every Saraswati Behan in three instalments (Rs.1000, Rs.1500 and Rs.1500) for running these Shalas.
- 7 Saraswati Behan is allowed to charge reasonable fee from the girls. This fee is to be decided in consultation with the guardian of the students. This helps the Saraswati Behan to run the Shala even when (after three sessions) the subsidy is stopped. This also help the Saraswati Behan to move towards self employment.
- 8 State curriculum (Class I to V) is followed in the Saraswati Shalas. The state textbooks are used which are supplied free of cost to the students by the District Education Officer. For getting these text books Saraswati Behan have to send a note to District Education Officer at the end of the session for the next session.
- 9 The girl students with 80 per cent attendance are entitled for 3 kg. grain per month under 'Poshahar Programme'.
- 10 The selection of Saraswati Behan is done by a committee constituted by the government. After selection one 30 days pre service training programme and three 30 days inservice training programmes are organised in three summers to

develop necessary competencies in Saraswati Behans. These programme are organised by District Institute of Education and Training or other training institutions as decided by District Education Officer (Elementary)

- 11 Examinations are to be conducted as per departmental rules and orders. No formal examination is to be conducted at class I and II. Saraswati Behan will arrange the examination at her own at this level. Examinations for classes III to V will be conducted under common examination plan by the nearest Govt. Primary / Elementary School. The work of evaluation of answer books and preparation of examination results is the responsibility of centre concerned. The progress report will be signed by the head of common examination centres and the Saraswati Behan. Transfer certificate to these girls who passes out class V will be countersigned by Development Officer/District Education Officer (Elementary).

ACHIEVEMENTS

The targets and the number of schools opened under the scheme is as under :

TABLE 3.III.1

NUMBER OF SARASWATI SHALAS

S.No.	1994-95	1995-96	1996-97	1997-98	Total
1.No. of shalas proposed	100	120	1000	550	1720
2.No. of shalas actually opened	99	78	918	518	1613

At the end of the year 1997-98 the total number of Saraswati Shalas in the state was 1613.

Number of children admitted in such schools in different years are as under :

TABLE 3.III.2

NUMBER OF STUDENTS

1994-95	1995-96	1996-97	1997-98	Total
2150	1605	16620	15527	35902

At the end of the year 1997-98 the total number of students studying in such shalas were 35902.

INNOVATIVE PRACTICES

The following innovative practices have been identified in the Yojna.

1. PHYSICAL FACILITIES

Most of the Shalas are running in the houses of Saraswati Behan. A single room with dari, black board and drinking water facilities have been provided. The hesitation on the part of the parents is less for sending their daughters to such schools since they feel that they are secure in homes. This increases the enrolment and retention of girl child in the Shalas.

2. SELECTION OF SARASWATI BEHAN

Local village women with minimum qualification of class VIII is selected as Saraswati Behan which help in enrolment. This selection is done by a committee duly constituted by the government.

3. TRAINING

After selection each Saraswati Behan is given preservice and inservice training

■ PRE SERVICE TRAINING

During the training programme major emphasis is given on the teaching techniques to be followed for teaching class I and II. Every selected Behan is given this preservice training.

■ INSERVICE TRAINING

For developing required competencies in teaching class III, IV and V, every Saraswati Behan under goes three enrichment training programmes in three summers.

During first summer refresher course is relating to class III, in the second summer course is related to class IV and in the third summer the course is related to class V, In addition to the training given in teaching methodology, they are also given training relating to evaluation, organisation of different activities of the school (including co-curricular activities) and the development of community relationship.

4. DEVELOPMENT OF TRAINING MATERIALS

Training materials used in pre service and in service training is developed by State Council of Educational Research and Training, Udaipur. The important components of the materials are:

- The training material is based on the state text books.
- The training material emphasises joyful learning.
- The training material helps in developing the competency to use different methods necessary for teaching different classes at primary level.

5 INSTRUCTIONAL MATERIAL

A teachers manual entitled 'Saraswati Behan Sandarshika' has been developed for the guidance of Saraswati Behans by the State Institute of Educational Research and Training. This manual includes information about Saraswati Yojana, functions of Saraswati Behan, universalisation of primary education, continuous comprehensive evaluation, methodology of teaching, teaching materials, multigrade teaching, Diagnostic tests and remedial teaching, rules for examination and upgradation etc. In addition to this it also provides information about admission form, school mapping, list of games, division of curriculum, prayer songs and the contact agencies where these Saraswati Behan can contact for the solution of the problems. This Sandarshika provides useful material to Saraswati Behans in organising all curricular and co-curricular activities in the Shala.

CHAPTER IV

GURUMITRA YOJANA

Gurumitra Yojana was initiated to achieve the goal of universalisation of elementary education. It was started with the combined efforts of the State Government and UNICEF in the year 1994-95. It was launched on 5th Sept., 1994 in Tonk District. At present the yojana is being run in ten districts namely Tonk, Bundi, Banswara, Chittorgarh, Rajsamand, Udaipur, Pali, Sirohi, Jalore and Bhilwara of the state. The Zila Parishads help in planning, executing and in reviewing the yojana.

The Yojana is being implemented in government schools with the purpose to retain the children in the schools. It has been observed that most of the children specially girls leave their studies after class II. A number of reasons have been assigned for this condition. One of the main identified reasons is that in most of the schools the teaching learning process is monotonous due to the lack of child centered activities in the classes. Due to this the children loose their interest in the studies and became irregular and ultimately leave the schools. To overcome this problem this Yojana tries to develop competencies in the teachers and provide child centered, activity based, joyful learning with the help of community and administration.

AIMS

The main aims of the yojana are :

- To provide education with retention to all 6-11 year old children.
- To achieve minimum levels of learning with the help of child centered, activity based teaching.
- To develop required competencies in the teachers.

- To take cooperation of local community and link local community with education.

SALIENT FEATURES :

- The salient features of the yojana are as under :
- 1 Construction of black board on the four walls of one of the room (Gurumitra Katsha) of the school.
 - 2 Development of educational environment/atmosphere with the help of local community so as to link the children with primary education.
 - 3 Making primary education joyful and activity based with the help of suitable methodology and instructional aids.
 - 4 The core group under the chairmanship of Collector is constituted to plan, execute and review the activities of the Yojana.
 - 5 Inservice teacher training is an important activity of the yojana. First the resource persons are trained and then these resource persons train the teachers.
 - 6 Inter district field trips are organised for teachers and other officers. This experience provides an opportunity to observe the yojana in other areas and on the basis of this experience make qualitative improvement in primary education.
 - 7 The management and review in this yojana is done collectively by Zila Parishad and Education Department. At the village level, Village Education Committee and Gram Panchayat look after the school. Information about the enrolment and retention of the children collected by the teacher is complied at the block level and passed on to the DIET of the area. At the District level, Collector (Chairman) holds a monthly meeting and monitors the activities. At the state level, there is a State Level Coordination Committee with Secretary.

8. Education (Primary and Secondary) as chairperson, who is the necessary guide from time to time.
9. Quarterly News Bulletin 'Gurumitra Samvad' is published by SIERT, Udaipur for the benefit of the teachers.
10. For qualitative improvement Teachers Guides have been developed in all the subjects upto class III. Training Manual has also been developed. All this instructional material has been developed by SIERT, Udaipur. The financial assistance for the publications has been given by the UNICEF.

ACHIEVEMENTS

The following are the major achievements of the Yojana

1. Presently the scheme is in operation in thirty eight blocks of ten districts (Tonk 5, Bundi 1, Rajsamand 6, Jalore 2, Banswara 7, Chittorgarh 12, Sirohi 2, Pali 1, Udaipur 1, Bhilwara 1).
2. 6175 schools have so far been covered under the scheme in ten districts (Tonk 1000, Bundi 200, Rajsamand 1000, Jalore 144, Banswara 1500, Chittorgarh 1731, Sirohi 179, Pali 100, Udaipur 182, Bhilwara 79).

INNOVATIVE PRACTICES

The following are the innovative practices of the Yojana.

1. DEVELOPMENT OF INSTRUCTIONAL MATERIALS

Instructional materials play an important role in improving the quality of education. For this purpose SIERT, Udaipur has developed need based instructional materials in the form of teachers guide for all the subject upto class III and distributed to the teachers through Zila Parishads. These materials helps the teacher to make learning activity based and joyful. All these activities are MLL based. In addition to

this a kit has also been developed and the teachers have been imparted training in using this kit in the classes

2. INSERVICE TRAINING

A two tier training has been envisaged in the scheme. At the first level the resource persons are given the training. The training is of two to five days duration. During the training emphasis is given on MLL based teaching through activity based and joyful learning.

These resource persons train the teachers at the district level. All these training programmes are residential. The methodology used during the training includes discussions, group work, self study, field trip, film show etc. Training manual has been developed by SIERT, Udaipur. This helps the trainers to develop necessary competencies among the teachers. The emphasis during the training is given on :

- Status of primary education and means to achieve the aims.
- Difficulties faced in the area of education specially with reference to girls.
- How children learn.
- Competency based teaching.
- Methodology of joyful learning.
- Areas and ways of getting community cooperation.
- Information about the changes which are to be implemented immediately in the classes.

During the training teachers develop the skill in preparing teaching aids, cutouts, charts, mukhotas, flash cards etc. In addition to this, training is also given to practice

songs, stories, dramas, games etc. All the developed material is taken away by the teachers to be used in classes. All this helps in developing the competencies related to minimum levels of learning.

3. PHYSICAL FACILITIES

In each school 'Gurumitra Kaksha' is developed. In this room a three feet wide black border is painted around the wall which works as a black board for the children. Every child is provided approximately $1\frac{1}{2}' \times 3'$ area to practice writing, number work etc. over the three feet border on 6" strip numbers, letters etc. are written.

The room is decorated with charts prepared on paper/cloth. Other materials which are kept in the room are local available materials such as flowers, seeds, leaves, stones etc. All the material received under operation black board is also displayed.

SEWA MANDIR

Sewa Mandir has been working for the past thirty two years in the rural and tribal villages of Udaipur District. The organisation's work is spread over the tehsils of Kherwara, Jhadol, Badgaon, Girwa, Gogunda and Kotra. The villages of these tehsils have a predominantly tribal population

Sewa Mandir's mission is to make real the idea of society consisting of free and equal citizens, who are able to come together and solve the problems that affect them in their particular contexts. The commitment is to work for a paradigm of development and governance that is democratic and polyarchic. It is to institutionalise the idea that development and governance is not only for the state and its formal bodies like the legislature and the bureaucracy to do, but should engage citizens and their associations, separately and jointly with the state. The mission briefly, is to constitute the conditions in which citizens of plural backgrounds and perspective can come together and work to benefit and empower the least advantaged in society (Third comprehensive plan document, Sewa Mandir 1999).

Sewa Mandir on its part, is devoted towards building its capacity to provide health and education service and create a more gender equitable environment than what exists. Sewa Mandir as a part of its capacity building programme is working in the area of literacy and education. They are engaged in the following major programmes in this area .

- Non formal education centres
- Youth education programme (continuing education as well as post literacy programme)

NON FORMAL EDUCATION CENTRES

AIMS

- To provide educational facility to out of school children.
- To provide a launching pad and link them in main stream of formal schooling.

SALIENT FEATURES

The following are the main features of the scheme :

- 1 Sewa Mandir recognises education as part of the overall process of development and not in isolation. It recognises the easing of demand side constraints as being extremely important to attempt at making education for all a reality especially for the poor.
- 2 Another measure feature of the strategy is its attempt to handover the management of village education programme to village committees.
- 3 It also systematically assess the demand for education in different age and sex groups and cater to their specific needs.
- 4 A group approach involving the community is followed in the selection of the instructors. The timings and the place of the centre is also decided as per the recommendations of the community
- 5 An yearly calendar is developed and the activities are organised accordingly. These activities relates to traditions and festivals of the community.

ACHIEVEMENTS

Sewa Mandir has a separate education unit to look after 'Literacy and Education Area'. In the year 1995-96 there were 150 centres which have increased to 161 in 1999-2000. The enrolment of students in these centre are as under :

TABLE 3.IV.1
ENROLMENT OF STUDENTS IN CENTRES

Students /Year	1995-96	1996-97	1997-98	1998-99
Boys	1150	1423	1471	1397
Girls	1297	1748	1983	1687
Total	2447	3171	3454	3084

The above table shows that the enrolment steadily increased upto the year 1997-98 and there is a decline in the year 1998-99.

All these non formal centres are in remote tribal areas of Udaipur District where government buildings are not available. Only 2 per cent of the centres are running in government accommodation, 35 per cent of the centres are running in the accommodations provided by the community. 50 per cent of the centres are having own buildings, 18 per cent of the centres are running in private buildings (not on rent) and the remaining 5 per cent centres are in other buildings.

In most of the cases the accommodation consists of one room. Few other facilities like dari, drinking water, lantern (for night centres), a box for storing articles, bell and school bag are provided. In addition to this instructional materials and books are also provided through committee members.

INNOVATIVE FEATURES

Sewa Mandir has used innovative strategies in implementing the scheme of non formal education. These strategies are given below :

- 1 Village community plays an important role in running these centres. At the first stage the community selects the instructor (who is mostly from the village itself). The final selection is done by the organisation after screening. The minimum qualifications for the male instructor is secondary and for female instructor is class fifth. The community decides the timings of the centre which is decided according to the convenience of the children. Every centre opens for three hours everyday. Any fee (decided by the community) which is collected from the children is to be deposited in 'Gram Vikas Kosh' and used for the development of the centre.
- 2 Sewa Mandir has developed a regular system of training to the instructors. The training is given twice a year for ten and five days. The problems of the instructors are solved in the monthly meetings. The focus of the training is to help the instructors design their classes in a way that is attractive and friendly to the children. Teaching aids made of locally available materials are demonstrated and prepared as well in the training. In some centres meetings of the parents are called to involve them in the running of the centres and their children's education. Sewa Mandir plans to institutionalised the parents meeting in all the villages.
- 3 Sewa Mandir could mobilised the community to provide accommodation for running these centres. In fact Sewa Mandir is trying to associate the village community in all the activities of the centre to generate the feeling among them that these centres are essential for the betterment of their children.

JAN SHIKSHAN NILAYAMS (PEOPLES EDUCATION CENTRES)

At present thirty five such centres are working under the project Jan Shikshan Nilayams are part of post literacy efforts that were started to provide opportunity and forum to the neo literates to practice their literacy skills on a continuous basis.

AIMS

- To provide an opportunity to neo literates to continue with their functional literacy and use it in their life.
- To provide information about the developmental activities so that traditionally deprived section of society may ensure their increased participation in developmental programmes.
- To build capacity in individual learners and developmental workers for implementation and operationalisation of activities pertaining to national problems such as democracy, transparency, responsibility, accountability, equity, honesty, truthfulness and non violence.
- Organising special programmes for motivating women neo literates.
- Organisation of cultural, literary and games programmes.

SALIENT FEATURES

Jan Shikshan Nilayams open for three hours everyday These Nilayams provide an opportunity to the village community to practice their literacy skills.

These Nilayams also provide forum to listen to experts on problems relating to health and hygiene, agriculture, animal husbandry and other related problems.

ACHIEVEMENTS

- 1 News papers and magazines (weekly, monthly and quarterly) relating to environment, health, religion, employment, law, developmental plans, agriculture and animal husbandry are provided in the Nilayams. In all nineteen papers and magazines are subscribed for each centre for the village community.

- 2 Every Nilayam has a library with 750-1100 books. Provision has also been made to issue these books to village community.
- 3 For those readers who are not able to come to Nilayam to use the library facilities, there is a provision of mobile library. Preraks (motivators) take the books with them and distribute them among the villagers.
- 4 Nilayams also organise cultural, literary and games activities as per yearly calendar for developing the community feeling among villagers.

INNOVATIVE PRACTICES

Jan Shikshan Nilayams are part of post literacy that were started to provide opportunity and forum to the neo literates to practice their literacy skills on a continuous basis. Through these Nilayams the village community has been provided with a forum to discuss various problems. The neo literates also get sufficient knowledge about health and hygiene, income generating resources, agriculture, reproductive health and many related problems. All this helps in the upliftment of the village community and thereby the development of the village.

BODH SHIKSHA SAMITI

Bodh Shiksha Samiti was established in mid 80's to work for the betterment of the inhabitants of slums of Jaipur. The basic vision was to evolve a model of primary education based on democratic principles wherein freedom and trust would be the basic values upon which the entire structure and processes of the organisation would rest. The first Bodh Shala was established in Telipada Basti of Jaipur.

In almost a decade of existence the organisation has been able to reach out to seven bastis of Jaipur city. Prior to entering any area (basti), the collaboration of its residents is always solicited. The first initiative is to generate a sense of ownership for the programme on the part of the community. In some cases, the community has been able to provide space for exclusive use of Bodh Shala, while in other cases rooms, verandas and courtyards have been provided by them. Thus the entire scheme of Bodhshalas involves the child the teacher and the community.

AIMS

The following are the major aims of the scheme :

- To evolve, consolidate and disseminate the alternative approach of integrated community schools for appropriate elementary education of deprived and disadvantaged children in particular, and children in general, thereby contributing through real life innovations and experimentation, to the realisation of equitable quality education.
- To address pertinent issues about the importance of local contexts and cultural milieu in developing effective educational strategies.
- To address the social and psychological needs of children.

SALIENT FEATURES

The salient features of the scheme are discussed below

- 1 The scheme believes in active community participation. In addition to providing space for Bodhshalas the regular group meetings with the community are held and the problems of enrolment, retention and child welfare are discussed
- 2 No specific text books are prescribed. The scheme tries to develop specific concepts in the children with the help of books and instructional materials. In class V the state text books are used
- 3 Teachers develop instructional materials on the basis of their experience, interaction with children, workshops etc. and tries to make the teaching learning child centered.
- 4 There are thirty three bodh shalas where the scheme is presently implemented. In addition to these Bodhshalas ten government primary school have also been adopted.
- 5 Graduates are selected as teachers. Some of the students who studied through this scheme and holds secondary or senior secondary qualifications are also selected in teachers.
- 6 Every teacher is given three months training. This training is imparted to develop needed competencies in the teacher. In addition to this every year one month training programme is organised for all teachers. Teachers also meet and discuss their problem once in fifteen days

ACHIEVEMENTS

All the Bodhshals offer pre school and primary school programmes. The pre school programme was initiated in 1993 and currently operates in seven Bodhshalas

and then provides them the requisite training to assist the teachers in conducting the day to day activities of the programme. In some Bodhshalas mother teachers have acquired skills to manage the activities independently.

The total enrolment at primary level during 1999-2000 was more than 1000 children between 6-14 years of age. Three major group based divisions at primary level i.e. Shala Aarambh (lower level), Shala Madhya (intermediary level) and shala samuh (upper level). Each of these groups is further divided into smaller groups on the basis of the levels of the learning of the child.

No fixed curriculum has been set for the primary school children. The scheme believes in developing basic capabilities in language and mathematics. Emphasis is given on basic concepts and laying a firm educational foundation through a regular use of worksheets and story books.

In 1994, Bodh shiksha samiti adopted ten government schools to examine whether the alternative education approach developed by them is replicable in macro situations for a period of five years. The specific achievements of the adoption programme as claimed by the samiti are :

- A comparative assessment, based on the findings of bench mark studies in the government schools under the programme, has established that the level of children's cognition attend through these innovative methods is much higher than those of the schools not involved in the programme.
- The programme has brought the government teachers out of systematic rigidity and there is perceptible qualitative improvement in classroom culture, teacher student relationships and parental involvement in school activities.

- There is general appreciation of the programme and a growing demand for its expansion.

INNOVATIVE PRACTICES

The following are the innovative features of the scheme:

1.COMMUNITY PARTICIPATION

The organisation has been able to reach out to the seven basties, each having a Bodhshala. In some areas community has been able to provide space for exclusive use by the Bhodhshala, whereas in other cases, the rooms or courtyards part of household living space have been provided. Providing private space for the school has created a sense of belongingness among the community. The community also deliberates with Bodh team and teachers on absenteeism among the children and suggest remedies, assist teachers to build and strengthen their repertoire of games, stories and songs for children, participate in the annual and other functions of Bodhshalas and share their views and opinions on a range of issues.

The content matter is local specific and derived through interaction with the community and the competencies are developed on the familiar situations in the surroundings.

2.GROUPING FOR TEACHING

Children in Bodhshalas are not grouped as per grades i.e. first, second, third, fourth and fifth. Children are divided in three groups known as shala Aarambh (lower primary level), shala Madhya (intermediary level) and shala samuh (upper primary level). Each of these macro groups is further divided into smaller groups. On the basis of the learning level children are shifted from one group to another group.

3. CURRICULUM AND ITS TRANSACTION

No fixed text books has been set for the early stages. However, components of required competencies are taken care of by using local specific materials / situations and various methods such as story telling, recitation, conversation narration etc. In the early stages subjects are taught in an integrated manner, such as mathematics integrated with drawing and language. Later text books are used primarily with the purpose of acquainting children with the world of text books and written examination a step towards preparation for entry into the main stream of education system.

For truncating the curriculum a lot of instructional material is used. Most of these low cost materials are developed by the teachers. Teachers are using these materials in the classes and making the learning interesting and joyful.

4.EVALUATION

The assessment of the learning level is carried out on a continual basis without subjecting the children to the anxiety and pressures of examinations. The processes adopted for the assessment of the child reflect the importance accorded to the child's needs. All classroom activities performed by the child are filed. Some teachers especially the senior ones maintain daily records for each child. Once a month, these scattered reflections on various aspects of the child, including his/her performance and cognitive and social aspects are compiled into a report. A similar annual report is shared with the teacher under whose guidance the child is likely to be in the up coming year.

This system provides each child to learn at once own pace. It provides scope for peer group learning. Time is no restriction for vertical growth of the child.

5.TEACHER TRAINING

The competence, motivation and the appropriate attitude among teachers is critically linked to the efficacy of the programme. With the expansion of activities

need was felt for induction training programme, not merely to build knowledge and develop skills but also for the development of appropriate attitude. At the induction level training of three months duration, teachers are appraised to develop positive attitude for their future dealings with the children. The teachers are required to generate a friendly family like atmosphere where the children should have no fear from any one. They are also motivated to engage children in playful activities even while trying to teach them language or mathematics and be always available and alert to help the children learn more whenever needed. Another aspect of induction level training is the quality of interaction with the community. Teachers are required to develop a cordial and homely rapport with the community so as to convince them to send their children to the Bodhshalas. They are expected to keep in regular contact with parents about the development of the child. This helps in creating a sense of trust among the community towards the shalas. Pedagogical aspect is emphasised mainly through activities, games, songs and not near lectures.

CHAPTER VII

DIGANTAR SHIKSHA EVAM KHEL KUD SAMITI

Digantar started operating as a school in the year 1978-79. The school was started by one family. This situation remained upto 1988. Slowly a vision of more suitable and better kind of elementary education began to take shape. It was felt that the rural underprivileged children were in a greater need of better quality education. Later more people joined and a society was formed and registered as 'Digantar Shiksha Evam Khelkhud Samiti' The area of operation shifted to villages on the south east side of Jaipur.

The samiti thought of an alternative model of elementary education with two aspects in mind. One, the ability to successfully help the children become independent and motivated learners. This aspect generates a whole range of capabilities and skills academic as well as non academic, to be developed in the children to set in motion a self sustaining life long learning process And the second aspect is that the model should be able to reach each and every child in whatever socio cultural and geographical situation the child might be. These two aspects are related to each other in a deeper sense No system which is incapable of developing desirable capabilities in children can actually reach all the children. Digantar functions to achieve these two purposes.

AIMS

The important aims of the samiti are:

- Establishing and running schools in rural areas to provide good quality education to children with the active support of the local community and on a sustainable basis.

- Conducting research in all aspects of elementary education and especially those areas that potentially contribute to improving education for children from under privileged areas.
- To help other organisations in similar ventures by providing academic support.

SALIENT FEATURES

The samiti has a satisfactory structure for running educational activities. It has a campus spread over more than 2 acres. The campus includes a school, teachers residence and a training centre with adequate facilities to conduct residential training programmes for 40 persons at a time. The following are main features of the scheme:

1. TEACHING AND TRAINING FOR ALTERNATIVE ELEMENTARY EDUCATION

The samiti is running a project entitled 'Teaching and Training for Alternative Elementary Education'. This project is financed by Ministry of Human Resource Development, Government of India. The objective of the programme is to develop a suitable model of primary education for rural children together with appropriate curriculum, material and pedagogy. In 1992 the programme was expanded to run three schools for about 270 children. At present the total enrolment is 500.

The samiti does not practice the existing pattern of dividing students in different classes. The freedom of pace of learning is one of the cardinal principles of Digantar. As a result the children are divided into groups of 20-25 children with different levels of learning. The system of multi level teaching is used in the schools. To run these schools curriculum has been designed and accordingly teaching/learning materials and pedagogy has been developed. The results of class V students, at the examination organised by the District Education Officer is above 95% which is quite encouraging.

Another important aspect of the schools is rapport with the community. Teachers regularly interact with them. The samiti procures land and building for running the school with the assistance of community.

2. RESOURCE SUPPORT TO ALTERNATIVE SCHOOLS IN MADHYA PRADESH

Digantar is providing resource support to the alternative school, for out of school children of Madhya Pradesh in terms of training of District Resource Groups, development of training packages for supervisors and teachers and development of teaching / learning material. More than 200 personnel, majority of whom consists of DIET lecturers have been trained.

Digantar has also provided teaching / learning material to Bharat Gyan Vigyan Samiti, Haryana. Their initial teacher training was conducted by Digantar.

3. CURRICULUM AND TEXT BOOKS

The organisation has developed their own text books upto class IV. In class V the state text books are used. These text books have been developed according to local needs.

4. GROUPING OF CHILDREN

All the children are grouped according to their achievement and not according to grades. Each group consists of about 25 children.

5. TEACHER SELECTION AND TRAINING

Digantar runs three schools with 27 teachers. Teachers are selected by the selection committee of Digantar as and when need arises. The minimum qualification for a teacher is graduation. Training qualification is not essential.

After selection, teachers are given a four months induction level training. During training the teachers are given a stipend. The training given includes the theoretical concepts as well as the practical aspects. Digantar has its own resources for providing such training. Digantar also organises short term inservice programmes for other organisation through their academic resource unit.

ACHIEVEMENTS

At present there are about 500 students studying under the scheme at different levels. The teacher pupil ratio is approximately 1:20.

INNOVATIVE PRACTICES

- 1 Children are not grouped according to grades. They are grouped according to their achievement. They learn at their own pace. The teacher is responsible for all types of the students in the group in a multigrade situation.
- 2 Teachers use various learning materials in the class so as to make teaching activity based. Work books and text books have been developed taking into account the environment of the children. It is however felt that the text books need a relook and revision.
- 3 Home assignments are checked regularly and a record of each child is mentioned. Remedial exercises are developed by the teachers and used in the groups.
- 4 The scheme could develop a positive attitude of the community. The community prefers to send their children to these schools rather than sending them to a government school. About 200 students are in waiting list.
- 5 Teacher training is an important aspect of the scheme. Every teacher before joining the institution is given a training of four months in three phases.

PHASE I

In the first forty five days the trainee teacher is exposed to the elements of pedagogy.

PHASE II

During the next forty five days the trainee teacher is sent to the school where he observes the teaching, plan and develop activities and teach in the classes under the supervision of the trained teacher.

PHASE III

In the last month discussions are held on various problems faced by the trainee teacher during teaching, and the trainers help them to overcome these problems.

Trainee teacher is helped by the teacher concerned in all the activities of the school which includes teaching, planning, development of activities and materials, maintaining records of the students, continuous evaluation, community participation etc. In short all necessary training is imparted before he joins the school.

- 6 Teachers meet regularly once a week and discuss the problems faced by them during the week and evolve strategies to overcome them. They also plan activities for the next week and help each other in developing them.



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ANNEXURES

ANNEXURE I

**LIST OF GOVERNMENT AND NON-GOVERNMENT AGENCIES
WORKING IN THE FIELD OF SCHOOL EDUCATION IN RAJASTHAN**

- 1 Directorate of Elementary Education, Rajasthan, Bikaner
- 2 Directorate of Secondary Education, Rajasthan, Bikaner
- 3 State Institute of Educational Research and Training, Udaipur
- 4 MLV Tribal Research Institute, Udaipur
- 5 Bhoruka Charitable Trust, Village and Post Bharugram, Distt. Churu
- 6 Gamin Vikas Vigyan Samiti, P.O. Jelu Gagadi, Jodhpur
- 7 Rajasthan Vidyapeeth, Lok Shikshan Pratisthan, Udaipur
- 8 Sewa Mandir, Udaipur
- 9 Rajasthan Mahila Vidyalaya, Udaipur
- 10 Gandhi Vidya Mandir, Sardarshahar
- 11 Zila Mahila Jagriti Parishad, Barmer
- 12 Lok Shikshan Sansthan, Jaipur
- 13 Lok Jumbish Parishad, Jaipur
- 14 Bodh Shiksha Sansthan, Jaipur
- 15 Shiksha Karmi Board, Jaipur
- 16 Sandhan Training centre, Jaipur
- 17 Jain Vishwa Bharti, Ladanu
- 18 Digantar, Jaipur
- 19 Astha, Udaipur
- 20 Banwasi Kalyan Parishad, Udaipur
- 21 Urmul Setu Lunkaransar, Bikaner
- 22 Urmul Jyoti, Nokha, Bikaner
- 23 Mahavir Jain Vidyalaya, Udaipur
- 24 Rajasthan Bal Kalyan Samiti, Jhadol, Udaipur
- 25 Ksatriya Vikas Karyakram, 'Nav Prabhat' Jhadol, Udaipur
- 26 Bachapan Bachao Andolan, Behrod, Alwar

ANNEXURE -2

QUESTIONNAIRE

IDENTIFICATION OF INNOVATIVE PRACTICES IN SCHOOL EDUCATION IN RAJASTHAN

I.GENERAL INFORMATION

1.Name of the organisation

2.Name of the educational scheme run by the organisation

3.Year of launching the scheme

4.Objectives of the scheme

- i.
- ii.
- iii

5.Level of work : Primary / Elementary / Secondary

Senior Secondary/Elementary Teacher Training/

Secondary Teacher Training/any other (specify)

6.Area covered by the scheme (Name the districts in which the scheme is functioning)

7.No.of centres/schools run under the scheme in last five years

1995-96	1996-97	1997-98	1998-99	1999-2000
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8.No.of students enrolled in the last five years

Students/Year	1995-96	1996-97	1997-98	1998-99	1999-2000	Total
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Boys

Girls

Total

9..Give important features of the scheme

- i.
- ii.
- iii.

10.Distance of school situated in the neighbourhood

- i. Nearest Government Primary School
- ii. Nearest Private Primary School

II. PHYSICAL FACILITIES AT CENTRES/SCHOOLS

1.Centre/school runs in

- i. Own building
- ii Government building
- iii Private accomodation on rent
- iv. Building provided by the community
- v Any other, specify

2.Developed the building through the grant from

- i. The Government
- ii Own resources
- iii. Local community resources

3 Whether adequate facilities are available at the centre/school

- | | |
|--|--------|
| i. Chairs and tables for the teachers | Yes/No |
| ii Chairs and tables for the students | Yes/No |
| iii Dari for the students | Yes/No |
| iv. Class rooms | Yes/No |
| v. Black boards | Yes/No |
| vi. Drinking water | Yes/No |
| vii. Seperate toilet facilities for boys and girls | Yes/No |

4.Highlight any other novel aspect under physical facilities

5. Describe innovation, if any, in the utilisation of the physical facilities

III. DEVELOPMENT OF TEXT BOOKS AND SUPPLEMENTARY MATERIALS

1. Are you using state text books Yes/No
2. Have you developed your own text books Yes/No
3. Are you using text books developed by other agencies Yes/No
4. Reasons for the choice of text books being used
 - i.
 - ii.
 - iii.
5. Significant features of the text books used at the centre/school
 - i.
 - ii.
 - iii.
6. If using own text books, describe the methodology of their development
7. Whether materials are developed according to local needs and resources Yes/No
- 8 (a) Whether developed supplementary materials Yes/No
 - (b) If yes, give significant features of the supplementary materials
 - i.
 - ii.
 - iii.

9. How these materials are helpful in classroom transactions

- i.
- ii
- iii.

10. Whether the text books and /or supplementary materials developed are
supplied to the students free of cost

Yes/No

11. Highlight any other aspect not covered above

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12. Highlight the innovation, if any, in your text books/supplementary materials

IV. TEACHER TRAINING

1. Specify the procedure of selecting the teachers highlighting innovation, if any

2. (a) Do you have any system of teacher training

Yes/No

(b) If yes, it is

- i. Pre service training
- ii. In service training
- iii. Both

3. Describe the important components of pre service training

4. (a) Do you have regular system of in service training

Yes/No

(b) If yes

i. Frequency and duration of training

ii. Institution imparting the training

5. Describe the important components of in service training.

6. Material for in service training is developed by you/borrowed from other agencies, specify

7. Describe the important components of the training material

8. (a) Do you see any impact of in service training in teaching

Yes/No

(b) If yes, how it is reflected

i.

ii.

iii.

9. Highlight any other aspect not covered above

10. Describe innovation, if any, in the organisation of the training programme

V. INSTRUCTIONAL STRATEGIES

1. Are needed instructional materials available in your centre/school Yes/No
 2. Whether materials are developed by the teacher Yes/No
 3. Whether teachers are using instructional materials Yes/No
 4. What difficulties teachers are facing in using these materials Yes/No
 5. (a) Whether home assignments are given Yes/No
 - (b) If yes,
 - i. Whether teachers formulate questions for the home assignments Yes/No
 - ii. Whether teacher checks home assignment regularly Yes/No
 - (c) Whether there is any novelty in checking the assignments, if so, specify
6. Describe the new techniques used by the teachers
7. (a) Does the classroom interaction enable the teacher to identify weak students Yes/No
- (b) If yes, specify the measures taken for their improvement
8. (a) Are the teachers using unique techniques of teaching Yes/No
- (b) If yes, highlight salient feature
- i.
 - ii.
 - iii.

9. (a) Did the teachers face difficulties in using the techniques Yes/No

(b) If yes, enumerate the steps taken to overcome them

- i.
- ii.
- iii.

10. Highlight the effectiveness of the techniques used by the teacher

- i.
- ii.
- iii.

11. Whether co curricular activities are organised in your centre/school Yes/No

12. Name those activities organised in your institution

- i.
- ii.
- iii.

13. List the special features of the activities carried out in your centre/school

- i.
- ii.
- iii.

14. Highlight any other aspect not covered above

15. Describe innovation, if any, in the area of classroom interaction and co-curricular activities

VI. EVALUATION

1. System of evaluating the performance of students

- i. Quarterly / half yearly / yearly
- ii. Monthly (every month)
- iii. Unit wise (continuous)

2. (a) Is your system of evaluation different from that of the state.

Yes/No

(b) If yes, specify the indicators of difference

- i.
- ii.
- iii.

3. System of evaluation is

- i. Marking system (assigning division and status in the group)
- ii. Grading system

4. In case you are adopting grading system what are the considerations for awarding the grades, specify

- i.
- ii.
- iii.

5. (a) Does the evaluation system enable to identify the deficiencies of the students

Yes/No

(b) If yes, describe the steps taken to overcome these deficiencies

- i.
- ii.
- iii.

6 (a) Do you take measures to check failure Yes/No

(b) If yes, write the measures taken by you and their effect

- i.
- ii.
- iii.

7. Highlight any other aspect not covered above

8. Describe innovation, if any, carried out by you in the area of evaluation

VII. COMMUNITY INVOLVEMENT

1. Involvement of community in the implementation of the scheme is

- i. Frequent
- ii. Occasional
- iii. Rare
- iv. Not at all

2. Nature of the community involvement

- i.
- ii
- iii.

3. Interaction of the teacher with community

- i. Regularly
- ii. Occasionally

4. Whether teacher interacts with

- i. Entire community
- ii. Select few

5. Specify the nature of interaction

- i.
- ii.
- iii.

6. How does this interaction help in effective implementation of the scheme

- i.
- ii.
- iii.

7. What steps are taken for ensuring active involvement of the community

- i.
- ii.
- iii.

8. Highlight any other aspect not covered above

9. Describe innovation, if any, carried out in involving the community

NOTE: SAMPLE USED TO ILLUSTRATE SCHEME IS NOT TO BE REPRODUCED. IF THE SAMPLE PROVIDED FOR IS INADEQUATE.